

## PARTNERING FOR SCHOOL SUCCESS – CHILDREN, YOUTH AND FAMILIES AT RISK TRITON AND FARIBAULT MIDDLE SCHOOLS GRANT

# Families Visit U of M Campus

### ABOUT THE PROGRAM

Partnering for School Success (PSS) is based on a model which recognizes that multiple factors in the family and community impact student success in school. PSS CYFAR\* (Children, Youth and Families at Risk) is a partnership of University of Minnesota Extension, Triton (Dodge Center), and Faribault Middle Schools focusing on two of the major factors related to academic achievement for Latino families – family and school environments. CYFAR promotes Minnesota youth to have opportunities to imagine and achieve higher education goals. Funded by the Sustainable Communities Project (SCP), Parents and guardians are also engaged with their children in educational settings to learn about obtaining education goals. This report will focus on the field trip that Latino families took to the University of Minnesota as part of the program.



### Families Visit the University of Minnesota

In May 2015, parents and their children from Faribault ( $n = 29$ ) and Triton ( $n = 26$ ) Minnesota visited the University of Minnesota. Families participated in this trip to the University after participating in the Partnering for School Success parenting classes. These classes included information on how to be more engaged in their child's education. Some parents also attended the Open Doors with Higher Education classes that addressed how to plan for higher education. The youth attended after school programming related to STEM topics. It was each parent's first visit to the University of Minnesota (100%). The campus visit included a motivational program in Spanish,



specific to middle school parents and their children on why it is important to seek higher education as well as a tour of the Twin Cities campus. Tex Ostvig, Coordinator for Pre-Collegiate Outreach, with the Multicultural Center for Academic Excellence at the University of Minnesota worked with the families to inform them how to achieve their goal of higher education. A Latino college student spoke to the families on her experience on campus and support that is provided to Latino students. The parents completed surveys about their experience visiting the campus and the presentation they attended.

## Evaluation Results

Twelve people from Faribault and 17 from Triton completed surveys after visiting the University ( $n = 29$ ). Parents rated their overall experience visiting the University of Minnesota on a scale from 1 (bad) to 5 (fatanstic); responses ranged from 3 (good) to 5 (fantastic) ( $M = 4.67$ ,  $SD = 0.64$ ). Responses were on the same 5-point Likert scale regarding the information presentation given. Parents rated the presentation from 3 (good) to 5 (fantastic) ( $M = 4.67$ ,  $SD = 0.56$ ). See Table 1 to observe responses to the evaluation questions:

**TABLE 1:** Parent responses to evaluation survey items ( $n = 29$ ).

ITEM	FARIBAULT PARENTS ( $N = 12$ )		TRITON PARENTS ( $N = 17$ )	
	YES	NO	YES	NO
FIRST PRESENTATION ABOUT THE U OF MN	75%	25%	94%	6%
RECOMMEND THIS EVENT TO A FRIEND OR FAMILY MEMBER	100%	-	100%	-
EVENT HELPED IMAGINE CHILD AS A COLLEGE STUDENT	100%	-	100%	-
EVENT HELPED UNDERSTAND THE IMPORTANCE OF CHILD DOING WELL IN SCHOOL NOW	100%	-	100%	-
DESIRE CHILD TO ATTEND THE U OF MN	100%	-	94%	6%
ACCESS TO A COMPUTER AT THE INTERNAT AT HOME	91.7%	8.3%	77.8%	22.2%

## Best Part of Their Visit

Parents were asked about the best part of their visit. Most of the parents (66%) shared that the entire event was the best part. Other parents indicated they liked the campus tour the best (33%) and the presenters (25%).

## Desired Areas of Study

The child's desired career or major was reported by the parents. Responses included: architect, business administration, chemistry, dentistry, doctor, engineering, interpreter, law, sales manager, social work, teacher, or undecided.

## REPORT PREPARED BY

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